

INTERACTION OF PEDAGOGICAL STUDY STUDENTS CAREER AND THEIR SOCIAL PARTICIPATION IN HIGHER SCHOOL

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Abstract

This paper analyzes students' social participation influence to a person's career and also tries to uncover the fundamental social participation in higher education and personal career connections through the prism of the teacher's profession students who have acquired. The paper distinguishes basic social participation benefits factors for the persons taking part in. It discusses the students' social participation location in the study process and study process of the preparation of teachers and students in the social participation of high school life compatibility option.

KEY WORDS: social participation, teacher profession, career.

Introduction

The modern concept of career encompasses more than just work-related activities. Career is becoming an integral part of the total content of social life in this case highlights focus on work, education, family life and leisure activities coordination. Career success is defined not only by objective (profession status, available capacity and revenue, and work experience) but also subjective (feeling of meaning in life and inner self-actualization, satisfaction with an activity) criteria (Rosinaitė, 2009). It is important to understand that a career is more than a set of paid work a person had in his life. It is also a preparation for self-employment, the objectives aspiration and ambitions are met in a variety of social roles. The modern concept of career does not identify with the profession. Profession is simply the context in which an individual's career develops. Human and his career becoming a psychological point of view is possible only through active interaction with the environment and human activity is the source of his career needs and values (Stanišauskienė, 2004). Academics point out that a career is very important to start with ourselves to know ourselves and to understand their expectations and this depends on the career planning and its success (Stancikienė, 2009). "Previously, career management subject as likely to be the organization and today is widely spoken on the individual to manage their personal career." (Petkevičiūtė, 2006, p. 15). Career can not be separated from the person and personality because the person taking career decisions relies in particular to their experiences and life situation where personal life and activities overlap with the workspace and career prospects (Amundson and others, 2010). Self-awareness is every mature personality foundation in career development. Only with awareness of your life's values, personal desires, opportunities and having a personal career vision may the person choose correct continuing professional way. Life changes the course of a person so self-knowledge must be continuously analyzed, yourself bringing, formulating and providing to further their goals. On this basis, in the process of education it is necessary to help students discover themselves and teach them how to do it constantly, adapting to the changing conditions of life, and themselves changing. Choosing to study one or another degree program in order to gain some knowledge of specialty does not mean that a student is really motivated about their future in conjunction with the purpose of acquiring a profession. Often, only the study process reveals that the choice of specialty is not the one with which you want to link your life and career, in this case payment not to give up and in such situations to set yourself new goals and understand desires to create their vision of the future is important for both the individual psychological well-being and his career.

In a broader sense a career is unpaid work such as housework or volunteering in the community. By extending the concept of career we are increasingly detecting in a different career or profession related surveys which distinguishes the ordinary as an additional and very important component of career development. For general competencies it should be noted that most of the general competencies are formed not with special knowledge but by social functioning shape. In this case, it becomes very important activity of a learner during the learning process. General educational competencies that require non-traditional and disciplinary curriculum are often non-teaching methods with and the transition to the new pedagogical relationship along with additional educational excellence (Jakiūnienė, Rekašiūtė, 2010). Seeking the general education competencies can be based on social participation provided non-formal education perspectives.

The object of research – students' social participation in higher education and career interactions.

The aim of the research – to reveal students' social participation in higher education as an educational career assumption.

The methods of the research – analysis of scientific literature, in-depth, individual and partly structured interview.

Research Methodology and Organisation

The research was conducted in 2012. April – June months using qualitative research method - in-depth, individual and partly structured interview. The research followed the principles of research ethics: informants were noticed with the study guide and the purpose of the test results using the opportunities given their consent to voluntarily participate in the research and consent to record the interview.

Sample units selected from the population using convenient and criterial selection. Using criterial selection method were distinguished two criteria: informants who have acquired academic education and training of at least five years. The five – year incubation period of the research for informants after study was determined in relation to the period during which high school graduates are actively seeking a career. Therefore, all the informants that participated in the research had completed practical experience in their career, experienced labor market and competition and also achieved concrete results in the context of their personal career.

In order to test the validity in selection of informants it was based not only on the above criteria but also to maximize the diversity of the informants while keeping proportions: age, gender, high school graduating and other similar issues. The research involved 17, from 27 to 61 years (average 39.75 years) teaching trained informants. Of these, 9 women and 8 men graduated studies in Siauliai, Klaipeda and Vilnius universities but the research data in order to maximize the anonymity of informants are analyzed without reference to gender. All informants hold a bachelor's degree, two of them professional bachelor's and five master's degree (state pedagogical studies). Four of the informants had to study part – time. Other informants' demographic data are presented in Table 1.

Table 1. Demographic data of the informants

No.	Completed program of study	Work experience at school	Work position
R1	Catechetical with specialization in ethics	2 years	sports methodologist
			Religion and thics teacher
R2	Childhood Pedagogy with specialization in teaching ethics	5 years	ethics teacher
R3	Childhood Pedagogy with specialization in Physical Education	4 years	transport Manager
	Physical Education		
R4	History and Social Pedagogy	there is no	producer
R5	Childhood Pedagogy with specialization in music	2 years	College Head of Department, Lecturer
	Pre-school pedagogy		
R6	Childhood Pedagogy with English language	6 months	Director of institution
	Foreign Language Teaching		
R7	Education	there is no	JSC director
	Familistics		college lecturer
R8	Childhood Pedagogy with specialization in social pedagogy	there is no	International Programs Coordinator
	Social pedagogy		
R9	History and extra-curricular work organization	37 years	gymnasium Director
R10	Social pedagogy	there is no	Factory Quality Coordinator
R11	Choral music and flute instrument	14 years	music Teacher
	Music History and Theory		
R12	mathematics teacher	25 years	mathematics teacher

R13	geography teacher	20 years	Municipal administration director
R14	Mathematics and Informatics	7 years	informatics Teacher
R15	Lithuanian language and literature teacher	37 years	Lithuanian language teacher
R16	Primary school teacher	1 year	City Council Secretary
	Education		lecturer at college
R17	Lithuanian literature and theater directing school	30 years	Director of institution
			Non-formal education circle leader

Theory of social participation and career interaction aspects

High school purpose – to enable students to operate effectively in future situations, to solve problems that students will face (P. Gudaitytė et al., 2010), thus preparing the student to not be limited to theoretical lectures and practical activities related only to future specialty which may limit student's career prospects in today's dynamic world. University study highlights the general skills: cooperation, critical thinking and the ability to learn independently. Higher education for student is combined with a capacity to self-study so it is expected that students will be able to plan and control their activities (Tandzegolskienė, Pileckaitė, 2010).

Although teacher should be only independent advisor to the student's learning process but it should be borne in mind to direct student advising appropriate activities, social participation, evaluating it as a potential opportunity to expand students' competencies. Due to the fact that social participation is associated with the competencies to be acquired through self-study operation of additional activities, it can be seen as an independent career development, form of education because “education is a career authority is an individual activity, a strategy focused on the positive elements of learning, work and its relation to the future and the rational development of these processes throughout the life skills acquisition” (Kučinskienė, 2003, p. 177). In order to quality education today teachers posed a major challenge – the creation of such education environment in which children can effectively pursue individual educational goals. Recently, much attention is given to active learning geared to learners' activation, the dynamic, self – excitation. In an active teaching/learning process builds capacity and skills for practical and cultural activities.

Numerous sources of information diversity is decreasing as a traditional teacher educator role. Educator becomes the initiator, consultant, motivator, teaching/learning process partner, helping learner to understand themselves and their environment (Brazauskaitė – Zubavičienė, 2010). Therefore, teachers as key players in the educational process approach to education a reality determines the success of such challenges because in order to develop an independent and able to compete in the labor market personality it is necessary to create conditions that will ensure their students general competencies that will enable it to express themselves in various professional development their activities (Kardelis, Šukys et al., 2007).

According to Stanišauskienė (2004), the preparation for the career objectives of the process is influenced by the higher education sub – system requirements arising from: learning competence as an integral part of the career of excellence ensuring the capacity added to the list learning skills necessary for higher education and the realization of the principles of higher education is also important for students' social competence especially one of its guarantee capacity – a social activity. Stuber (2009) students' social participation in higher education is based on the fact that to the universities go studying different social and cultural backgrounds students and participating in a high school life they can not only expand their knowledge and gain first – hand experience of secondary (told with the experience of others) also broadening their horizons but also to reach out to help to expand the existing contacts or use them for a career. Communicating with diverse and cultural and social experiences of students with prospective high school graduates as well as preparing for their career because learning to communicate with different people, learn to lead, to express their views but also to keep silent when needed and the like. Due to the specific nature of social participation Stuber (2009) calls for higher education not only enable students to after classes activities in higher education but also to find the means to promote this awareness in students by encouraging them to participate, to communicate, to organize themselves, etc. Super (from Munson

and Savickas, 1998) have previously studied the role of leisure and career interactions emphasizing that the rich leisure provides more insight into the world of work, as established at the diverse range of choices, develop problem – solving skills, work values are revealed, building confidence and promote realistic approach to work and most importantly enjoyable leisure (activism) helps professional development of synthesis process. According to the most Munson and Savickas (1998), leisure activities promoting psychosocial development because they make it possible to achieve long – term personal and societal goals. Leisure time activities create the environment necessary for social development implies to survive a variety of situations and enables participants to acquire the skills needed to construct psychosocial identity and shape for the future aspirations. It is associated with opportunities and freedom for young people to explore, test and get feedback about yourself and career direction wanted to change. Skills and challenges related to the specific leisure activities help to develop the competencies required for the transition from childhood to the adult world process. However, it emphasized that it is not the length of time is not an obligation to participate in leisure activities are important but perceived competence in relation to those activities in which young people are involved. Meanwhile, the concepts of work today get work as a game character (Kavaliauskienė, 2011). This work, professional activity and more preparation for it even more are related to leisure. Many of today's work appear surprises to be found instead of responding only to perform a specified task. In this case, the work, the desire to do it properly requires the employee to search for new values, acquire new skills and continually improve, communicate, collaborate and learn as many employers are looking for able to adapt quickly and learn new skills with multi qualified workers (Augienė, 2009). The man has one life so his work and related learning experiences cannot be separated from other spheres of life – leisure and family. Žmogus turi vieną gyvenimą, todėl jo darbinės ir su jomis susijusios mokymosi patirtys negali būti atskirtos nuo kitų gyvenimo sferų – laisvalaikio ir šeimos. These experiences can not be isolated in time – everyone experience you had affect the other future experiences. Career solutions exposed to career change combines various experiences and creating new career directions and new choices (Grakauskas, Valickas, 2007). Therefore, students' participation in the social life of a high school education is important learning career element in study year as an opportunity for students within a reasonable practical activities and their experience of running free from studies, potentially to develop various competencies that affect career prospects.

Discussion of the results

All informants participated in the research students' social participation has a positive or very positive sometimes even emphasizing the importance and necessity of participation. Only one of informants rated neutral, saying: R14 *"I don't evaluate social activities negatively and I'm ok"*. Evaluating this speech should be noted that during the interview informant also admitted that institution of higher education in social studies was not involved and this involvement has only begun to experience their careers. To justify the opportunity the study process to supplement with students' participation in a high school social life of the informants were asked whether this kind of activity does not preclude studies? In this regard, the study participants were quite unanimous emphasis on time management as one of the most important social participation during educational skills to properly combine studies with social activities and valuable in life perspective. According to the informants, students' social participation in higher education in many aspects are complementary learning process and not really competing and juxtaposed him. This provision reveals the study participants statements: R1 *„Studies you only the academic side illuminate but this place and you get the extra "vitamins" only to have them taken out."*, R17 *„I'm in between study and social activities putting equal sign because one without the other can not be."* R8 *„No way interfere I think it supplements and helps to better understand the whole academic communication and relationships."*. The study also found that students' social participation not only harm the process of learning but may also have a number of positive aspects such as additional motivation to learn (R10 *„I have separated study from the student activities. I had to study very good because if you're the president it has an example to show that you are well and learn."* R15 *„... does not close but improves to drive. It is that I want to improve but it just want to improve their qualifications drives."*) or more favorable position teaching learner (R6 *„...many teachers of course there are exceptions but the majority nonetheless have a very sympathetic view to those who are not just students and not just those who are there all due diligence carried out but also those who where concerted attempts something few things."*) and generate additional knowledge and skills which facilitate the learning process (R3 *„... if a stock some assets he already maybe knows, maybe I borrowed a book somewhere, maybe somewhere in the web page I will be told*

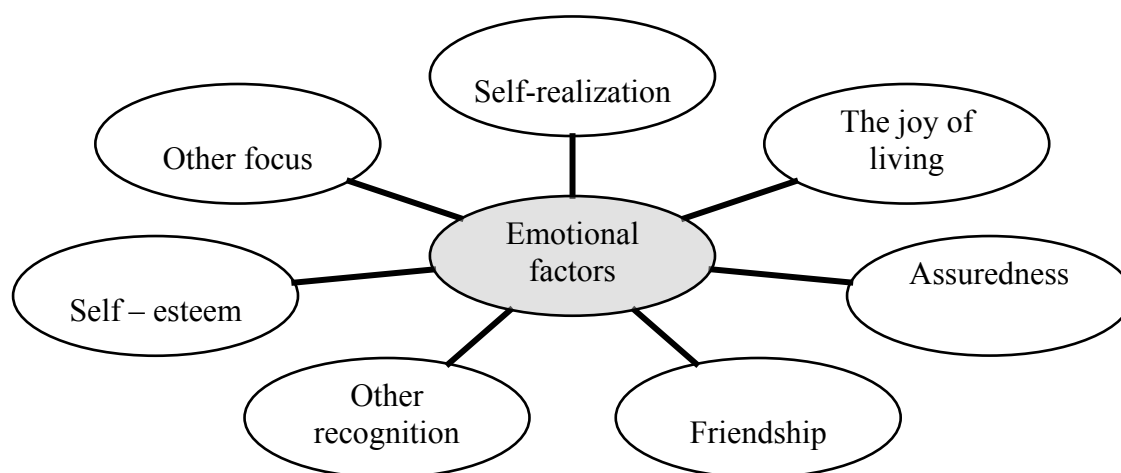
about any faster learner, maybe I will explain some sort of problem or project is ready." R15 „First I supplemented of the academic knowledge." R8 „...assist in planning and time and improves certain skills for example of public speech, negotiation skills and many other such social skills that will come in handy later and your course activities..."). Based on these data we can assume that the learning process and students' participation in a high school social life harmony is not only possible but encouraged as a positive phenomenon giving the study process additional elements which make it more versatile and attractive to students. Social participation meaning for some participants reveals the fact that all who have completed the practical experience of participation in the study period and then pursue an active social activities. (R1 „Yes, I'm still participating in social activities. Anyway I have very little free time to the needy so I try to devote more of his to my family. " It's as if the years we have acted on what we do - a continuation of the year. I am a non – formal education associations...board member, ...also I am a member of union so the board is also involving in other associations and relating to our activities. It came from those times. I am with studies in learning at all. ") or try to take a greater interest in what is happening around you and being in possibility contribute to a variety of social, civil actions (R3 „Social activities have been postponed until children outgrow because there are all kinds of ambitions and intentions with all sorts of such care to try but so far I abstain. I'm very actively responding to the political events in general I'm for the people because I want that around me would be better for people." R6 „My point is public and social activity. "). Some of the informants who for one or another reason were not so active during the study period and the public engagement work they started at school and gained experience in social participation what also positively valued in social participation. Their participation in the social activity was influenced by their employer i.e., school social environment characteristics and teacher professional features (R14 "At school I participate more when the event takes place, contributing their own accord. (R14 „I participate at school more when the event takes place also I contribute my own accord. I have interests to interact with children. When I had my learners, and it's got that I involved and enjoyed. Internal audit group I belong still belongs to the group of co-operation I am involved in too. Government proposes but may obviously been abandoned." R2 "I am a city – wide (my subject) circle methodologists president. I am president of the school of methodological circle. I am a school board member. I am a good commission. Vernacular words needed kick in the appropriate place and then pops up a lot can." R5 „Now I am involved in public works, but again it is ... well, not on yourself is not nice to speak, but I'm not socially active man. If I am not told and if I'm not one of those where there please, hello, I'll go but wherever relevant to my profession I have participated everywhere belongs. "). Teacher profession because of its specificity often determine social participation phenomenon not only in school where there are very favorable conditions but also in society because the school is not and should not be closed and separated from society processes. This is especially the case in rural and small town communities where schools often is as a cultural center and the teachers preservers of the culture (R15 „Practically in this cultural enviroment of town it's now a bit less but there were years when without me they could not do anything without the lithuanian language. The whole movement went with us together, all evenings of exiles were there, all sorts of references and the like also music school. Those evenings we were preparing responsibly. We used to do about six or seven nights per year on a voluntary basis. Does not leave us without a job and there's nobody that bad if you can something else to do if you are capable. ", R12 „In the town there is a club, and we've had seven years there and the club won the project and is being fitted school yard for the children they would have a lounge area, flower beds, benches. ").

Given the fact that, according to Petkevičiūtė (2006), in a dynamic environment leads to a career in personal self and understanding of environmental change and responsibility for their own careers assumption and flexibility, adaptability also tolerance for uncertainty what is a successful personal career management features, analyzing the survey findings we sought to identify all the potential positive social characteristics of those involved in participation, i.e., the benefits, according to the informants, gets socially active participant in higher education studies. Identified positive social participation features were relatively clustered into three main groups: *emotional factors group*, *educational and practical elements group* and *practical benefits group*. All groups are inter – related and this grouping allows more consistent disclosure of social participation benefits. The simplest case of this is the *emotional factors of a group* or in other words a result of social participation in positive emotions act – forming factors (see picture 1).

Social participation of their motivation to act in specific terms it is on a voluntary basis, must provide some positive emotions for participant in such activities so to encouraging active involvement in such activities is important to identify what positive emotions may result in this type of activity. During the

investigation we found that the students' social participation in higher education they can experience *fulfillment* as implementing one of your needs and experiencing *satisfaction*. In this aspect, according to the informants' life becomes more exciting and more cheerful because acquainted with more people and in other words, to be in the scene. In the system of social participation also is satisfied these needs as a desire to be recognized, assessed or get the attention of those around them because of social presence to be more visible both in their immediate environment as well as in society. Positive emotions and form factors such as the other support for the performance of the growing *self – confidence* and increasing student *self – esteem*. Social participation is estimated to occur in every field of activity and acceptable to test themselves and perhaps are aware that there may be more than you thought. Naturally with every done work and put the task or solved problem of the person begins to rely more on their own and have more positive self – evaluation. In addition to these opportunities to experience positive emotions should be stressed that the presence of the social factor as friendship.

Opportunity to find friends in these activities is very high since the definition of social participation indicates that participation in the community in the name of common interest informally bound to it ((Ruškus, 2008; Tijūnaitienė, 2008), what also emphasized the importance of the sresearch participants emphasizing the fact that participation in joint activities together on common interests usually becoming friends (R1 „Most remember the student representative is the highest sentiments. Because all open – hearted people no one does not hide anything from each other if someone did not like it and says so. And this openness has developed a student representative for the people who really appreciates what they've got, what started and only remember the good word.")).



1 picture. Positive emotions determined social participation factors

Emotional factors group is inseparable from the other two social participation benefits for participant by reflecting groups because these factors are primarily related to the motivation to act so as to obtain another, not only in positive emotions but also the social benefits of participation in a result. The study revealed a wide social participation in educational opportunities by defining them as a group of *educational items* (see Table 2). When we talk about a person's career we can not move away from what you expect from the future employee recruiters say what knowledge and skills, or in other words, what should know the prospective employee? 2001–2005 year, DSTI (Employment and Social Research Institute) have shown that the study should be given considerable attention to the general competencies that both employers and the graduates themselves is increasingly determined by a successful career (Gruževskis, Zabarauskaitė et al., 2007).

General competencies for informal self – development social participation provides excellent opportunities (Ruškus, 2008) and this study shows the data obtained. According to the informants, social participation is a good school which is dominated by practical activities, although there are theoretical deeping elements such as additional training seminars and various non – governmental organizations or informal party deeper into the issues involved in order to properly perform assigned activities which are undertaken. Such a wide range of informal learning opportunities for social participation in the system can be explained by the fact that social participation is a huge range of activities covering almost all the activities in the community and if these activities are not solely based on their own benefit pursuit.

In this case, the promotion of social participation in higher education is based on students' preparation for the career aspect because today higher education is entering into a new phase of development when purposefully formed an ordinary education and social participation in the processes of becoming a high – quality workforce characteristic (Gruževskis, Zabarauskaitė et al., 2007). Social participation for persons' career can justify the importance and modern concepts in the context of a career as an integral modern career competence which consists of four competencies – personal (self – awareness and self – presentation skills), social (social skills), learning (motivated self – help skills) and professional (operating activities) – system (Stanišauskienė, 2004).

Table 2. Two reflecting the benefits of group elements by social participation

Educational elements:	Practical benefits:
<ul style="list-style-type: none"> • learn unconventional things, expanding the overall competence; • learn bureaucratic things (accounting, patterns, building regulations, etc.); • expanding horizons, the overall caliber; • motivate and encourage self – development; • educated (time, activities) planning skills; • develop understanding of sociability; • educated cooperation, teamwork skills; • educated public language skills; • educated negotiation skills; • development of all social skills; • developed leadership and management skills; • learn to listen; • developed practice skills; • acquired marketing knowledge; • developed organizational skills; • learn to work purposefully; • developed negotiation skills; • learn to maneuver and act in different social settings; • learn etiquette (to communicate with the different status of persons); • fostered independence; • fostering a responsibility; • develop understanding of creativity; • developed self-representational skills (acquired public relations knowledge); • educated perspective vision (the ability to predict in advance). 	<ul style="list-style-type: none"> • expansion of personal experience; • a person becomes more competitive in the labor market; • encourage thinking, imagination; • a positive impact on personal career; • increasing social capital (more links, contacts, contacts); • possible preparation for professional activity; • Self-testing opportunities (an opportunity to evaluate, assess their abilities); • a deeper self-understanding; • increasing range of problems; • offer more options • Creation of a name (other benevolence, confidence, awareness); • a person becomes more interesting; • a person becomes easily adaptable, dynamic; • support the achievement of the outcome; • provides a spiritual experience, internal culture; • Increased access to information, being whirl of events; • an excellent medium for the generation of new ideas; • material benefits (scholarships, awards); • there is more courage: <ol style="list-style-type: none"> 1. self – realization; 2. act; 3. risk; 4. express their views; 5. decision – making; 6. responsibility.

As can be seen from the data obtained in the investigation of social participation in the *educational elements* and *practical use groups* (see Table 2) consisted of non – formal education opportunities for broadly satisfied with the career of excellence for education requirements. Social participation is the opportunity to learn, test and evaluate themselves and their abilities also motivate for self – development and promotes broaden their horizons and develop social skills. Of course social participation can not substitute for professional knowledge and therefore can not compete with their studies but they are a strong complement to compose adaptable labor market aimed at addressing problems creatively unafraid of initiative and responsibility socially active personality.

Informants' assessments showed that social participation affects a person's career but not always this influence is direct. The most spells in their careers and social participation interface: personal awareness and build contacts, self motivated acquired expertise, desire to improve, to achieve higher goals, social skills and the courage to take the initiative and innovation. Many of the informants who participated in the study in their high school life said that their careers and social participation connection is direct (R1,,/I

think that I would not have reached such a career as it is today because should be the experience and I would do a lot of mistakes." R6 *„Connectors are the direct and one hundred per cent are concerned with what I'm doing now with what I've learned, what I have established ties it all right now is the continuation of what I am doing now."* R13 *„Really I would not have reached such results if absolutely nowhere I would not have been participated."* R16 *„In society I have seen people elsewhere I would never have met and I would not have learned options. If I would not have met the people that are here today I would't work."* R9 *„Without public participation, in addition to his career you can to do nothing."*). Other participants were more restrained in evaluating the social impact of participation in their careers but none of them denied the benefits (R2 *„Helps career, influences. This alone affect that if a person is active then gets recognition and it allows you to reach higher goals..."*, R4 *„Social activities have helped for career and this is the same public relations which we desperately needed also it is a communication team, team work that requires any country in the field."*, R8 *„There is no direct link because I have become what I have done some sort of work progress just simply those skills come in handy for me everyday of my life in my everyday activity... because it is easier for me to work with people"*, R10 *„Directly for my career derived works were not influenced by students' social activities, it make me more personally helped. However, the competencies acquired by student activity now I use in my work."*).

In summary informants social participation and career links could be said that the social impact of participation in personal career is not always direct, tangible, unlike in the case of informant received specific responsibilities of social participation outcomes but the assessment of the career concept we can say that social participation is important to the person career element. In other words, socially participants potentially become more competitive in the labor market than non – participating depending on how exhausted the possibilities of social participation. The fact that the study participants were exclusively acquired teacher education entities has revealed that pedagogical studies restrict a person's career opportunities in other areas (see Table 1), because properly used the social participation of high school life opportunities for teaching graduates in their career associated with the policy, administrative work, personal business or even the entertainment world. On the other hand, the work of teacher participation in social competences acquired as well as the informants said it is helpful and useful.

Conclusions

The modern concept of career in the context of social participation is perceived as an opportunity for a motivated Individual to involve in certain processes in the community by acquiring a wide range of experience which forms an integral part of the person and of his career. The increasing importance of general skills raises new challenges for higher education preparing students for their future careers and learning process is not confined to formal education in preparing students for a specific profession but to combine the person's reach and experience to exploit the social participation of non – formal learning opportunities.

Social participation educator profession completed the study participants assess unambiguously positive, although some of them in their career and never linked it to the work of the school but the social participation and career connection more or less sees all:

- study revealed that students 'social participation in higher education in many aspects of the learning process is a complement and not compete with or appears to conflict with it and the learning process and students' participation in a high school social life harmony is not only possible, but encouraged as a positive phenomenon providing additional learning process elements which make it more diverse and attractive to students.
- pedagogical studies graduate student who had not a high social participation in higher education experience and who started their careers are typically included in this type of activity possibly due to teacher professional aspects of the school as an institution working in nature. In this case, the preparation of teachers of students' social participation of high school life activation is one of the professional teacher education elements.
- In social participation may result in a lot of positive emotions which are potentially motivated to continue and to operate involving further in such activities what it is shown by the fact that many of the informants study was actively involved in their high schools and continue in one way or another involved in public life and are interested not only in their immediate environment but also society's processes.

- in social participation there are informal self – education in various fields but the most important things for a personal career is general skills, social skills, self – development and personal self motivating continuous social participation factor. The practical benefits of social participation in the group assigned to the factors of personal career is largely influenced by the social participation of the partnerships usually dating (social capital) and self – awareness, opportunity to test and practice the process to form the courage to act and to initiate activities and responsibilities.

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PEDAGOGINIŲ STUDIJŲ STUDENTŲ KARJEROS IR SOCIALINIO DALYVAVIMO AUKŠTOJOJE MOKYKLOJE SĄVEIKA

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S a n t r a u k a

Šiuolaikinė karjeros samprata aprėpia plačiau nei vien tik su darbu susijusią veiklą. Karjera tampa neatsiejama nuo viso socialinio gyvenimo turinio, todėl akcentuojamas darbinės, mokymosi, šeimos gyvenimo ir laisvalaikio veiklų derinimas. Platesne prasme karjera yra ir neapmokamas darbas, pavyzdžiui, namų ruoša ar savanoriška veikla bendruomenėje. Plečiamą karjeros sampratą galime vis dažniau aptikti įvairiuose su karjera ar profesija susijusiuose tyrimuose, kuriuose išskiriamos bendrosios kompetencijos kaip papildomas ir labai svarbus karjeros vystymo komponentas. Kalbant apie bendrąsias kompetencijas būtina pastebėti, kad daugumą bendrųjų kompetencijų formuoja ne specialios žinios, bet socialinio veikimo formos. Šiuo atveju labai svarbi tampa besimokančiojo veikla mokymosi proceso metu.

Tyrimo objektas – studentų karjeros ir socialinio dalyvavimo aukštojoje mokykloje sąveika.

Tyrimo tikslas – atskleisti studentų socialinį dalyvavimą aukštojoje mokykloje kaip ugdymo(si) karjerai prielaidą.

Mokslinės literatūros analizės išdavoje galime teigti, kad studentų socialinis dalyvavimas aukštosios mokyklos gyvenime tampa svarbiu ugdymo(si) karjerai elementu studijų metais, nes sudaro galimybę studentams, per jiems priimtina praktinę veiklą, jų patirtį veikiant laisvu nuo studijų metu, potencialiai ugdytis įvairias kompetencijas, kurios turi įtakos karjeros perspektyvoms. Todėl vis didėjanti bendrųjų kompetencijų svarba kelia naujus uždavinius aukštosioms mokykloms rengiant studentus būsimai jų karjerai. Studijų procesas neturi apsiriboti formaliuoju ugdymu rengiant studentus konkrečiai profesijai, o aprėpti ir asmens turimą patirtį, siekiant išnaudoti socialinio dalyvavimo neformalaus ugdymosi galimybes.

Atlikus kokybinį tyrimą, kuriame dalyvavo 17 įvairaus amžiaus informantų turinčių pedagogo išsilavinimą ir išanalizavus jų individualius karjeros atvejus buvo prieita išvados, jog studentų socialinis dalyvavimas aukštojoje mokykloje daugeliu aspektų yra papildantis studijų procesą ir ne konkuruoja ar yra priešpastatomas jam, o studijų proceso ir studentų socialinio dalyvavimo aukštosios mokyklos gyvenime dėmė ne tik galima, bet ir skatintina kaip teigiamas reiškinys, suteikiantis studijų procesui papildomų elementų, darančių jį įvairiapusiškesnį ir patrauklesnį studentams. Pedagoginių studijų absolventai studijų metais neturėję didelės socialinio dalyvavimo aukštojoje mokykloje patirties, pradėję dirbti mokykloje, paprastai yra įtraukiami į tokio pobūdžio veiklą galimai dėl pedagogo profesijos aspektų ir mokyklos, kaip darbo institucijos pobūdžio. Tokiu atveju rengiant pedagogus studentų socialinio dalyvavimo aukštosios mokyklos gyvenime aktyvinimas yra vienas iš profesionalaus pedagogo ugdymo elementų.